

Annual Implementation Plan: for Improving Student Outcomes

School name: Albion Primary School

School number: 4265

Year: 2017

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Adrienne Williamson 20th March 2017

Senior Education Improvement Leader Anne Fox

School Council President Mathew Holmes 20th March 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve student achievement in all levels across the school in literacy and numeracy To improve student social and emotional wellbeing to enhance student outcomes To increase the level of student engagement by enhancing the involvement of parents, students and teachers as a learning community 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

This AIP reflects the newly developed School Strategic Plan.

Following the analysis of school data and the identification of school priorities, Albion Primary School will focus on the improvement priorities of *Excellence in Teaching and Learning*, with particular emphasis on the initiatives *Building Practice Excellence* and *Curriculum Planning and Assessment*. Data and review feedback indicated that there are inconsistencies with how curriculum was taught and with teacher judgements. Concern was also raised with the drop in mean or percentage of students at or above expected level from years 3 – 6.

The Attitudes to School survey last year indicated a significant drop in the percentage of students who feel safe at school. Students were concerned about classroom behaviour and their feelings of connectedness to their peers and school had decreased. In order for our students to learn, they need to feel safe, be healthy and have a good sense of wellbeing. Therefore, Albion Primary School will focus on the improvement priority of *Positive Climate for Learning* with particular emphasis on the initiative of *Setting Expectations and Promoting Inclusion*.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

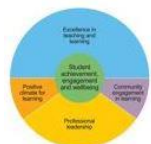
Improvement initiative:	Key improvement strategies (KIS)
<p><i>Excellence in teaching and learning</i> Building practice excellence Curriculum planning and assessment</p>	<ul style="list-style-type: none"> Develop and implement a document a whole school guaranteed and viable curriculum that includes scope and sequence and assessment schedules for all dimensions for literacy and numeracy Build skills to teach to point of need and measure impact of instruction
<p><i>Positive Climate for Learning</i> Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> To build teacher capabilities in management of complex behaviours Implement agreed strategies to promote positive behaviour and prevent anti-social incidents of behaviour (School Wide Positive Behaviours framework) consistently across the school Explicit teaching of resilience building, problem solving and conflict resolution skills across the school



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact [Budget		
							Estimate	YTD	
Develop and implement a whole school guaranteed and viable curriculum that includes scope and sequence and assessment schedules for all dimensions of literacy and numeracy	To develop scope and sequence, including essential learnings, for maths, reading, writing, and spelling.	PLTs	By end of 2017	6 months: Spelling and Number and Algebra scope and sequence completed	● ● ●				
				12 months: Scope and sequence for all maths and English modes completed Teaching staff are applying essential learnings to accurately assess student progress and growth against the Victorian Curriculum	● ● ●				
	Revise assessment schedule and consistently implement revised schedule	PLTs and leadership team	By mid-term 2	6 months: Assessment schedule revised	● ● ●				
				12 months: Full implementation of assessment schedule	● ● ●				
	Establish common assessment tasks in reading, writing and number and moderate student assessment tasks	Literacy/ Numeracy PLTs and classroom teams	By end of 2017	6 months: Common assessment tasks established for reading and number	● ● ●				
				12 months: Common assessment tasks established for reading, writing and number, undertaken by students and tasks moderated	● ● ●				
	Curriculum day that focuses on curriculum planning and development	Leadership team	By end of term 2	6 months: Curriculum day has occurred and staff have begun to use the curriculum documents	● ● ●				
				12 months: Staff using the curriculum documents in their planning for teaching and learning	● ● ●				
	Build skills to teach to point of need and measure impact of instruction	To provide effective full-time (EFT) 1.0 teachers with 4 hours of APT that includes at least one hour for learning teams to meet and discuss student learning and outcomes and/or to meet with literacy/numeracy coach/es.	Leadership team	Ongoing	6 months: The school's timetable reflects EFT 1.0 teachers having 4 hours APT that includes at least one hour with their teaching partner. Teachers meeting with literacy/numeracy coach.	● ● ●			
					12 months: The school's timetable continues to reflect EFT 1.0 teachers having 4 hours APT that includes at least one hour with their teaching partner. Teachers continue to meet with literacy/numeracy coach.	● ● ●			
Employ literacy and numeracy coaches to work with staff in order to build curriculum knowledge and instructional practice		Leadership team	Ongoing	6 months: All classroom teaching staff working with coach and reflecting on their practice	● ● ●				
				12 months: Change of practice that demonstrates staff using clear learning intentions so students know what they are supposed to be learning, why they are learning it and how they will know when they have learnt it.	● ● ●				
Provide staff with professional learning to support curriculum knowledge and instructional practices.		Leadership team	Ongoing	6 months: All staff will undertake and reflect on professional learning (including professional reading) throughout the semester	● ● ●				
				12 months: Identified aspects of professional learning and reading evident within teachers planning and classroom practice.	● ● ●				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve student social and emotional wellbeing to enhance student outcomes																																											
IMPROVEMENT INITIATIVE	<i>Positive Climate for Learning</i> Setting expectations and promoting inclusion																																											
STRATEGIC PLAN TARGETS	<p><i>Wellbeing</i></p> <p>Attitudes to School survey Improvement in the factor mean values against 2016 data:</p> <ul style="list-style-type: none"> • Student safety – 3.42 • Classroom behaviour – 2.29 • Connectedness to peers – 4.02 <p>School Staff Survey Improvement in endorsement of School Climate module components against 2016 data:</p> <ul style="list-style-type: none"> • Collective responsibility – 91.7% • Teacher collaboration – 76.3% • Trust in students and parents – 63.9% • Teacher collaboration – 76.3% 																																											
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To build teacher capabilities in management of complex behaviours	Provide opportunities for professional learning to staff	Leadership team	Through-out year	6 months: Staff to have participated in at least one targeted professional learning activity that helps to build management of complex behaviours. Staff sharing strategies with each other.	● ● ●																																							
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Implement agreed strategies to promote positive behaviour and prevent anti-social incidents of behaviour (School Wide Positive Behaviours framework) consistently across the school	Introduce and teach the 'new look' school values to the school community 'We are respectful', 'We are caring', 'We are honest', 'We are learners', 'We are achievers'	All staff	Ongoing	6 months: All students are able to identify the school's values and how they are demonstrated.	● ● ●																																							
				12 months: All that we do at Albion PS reflects the school's values.	● ● ●																																							
	Implement School Wide Positive Behaviours (SWPB) teaching matrix across all year levels and the positive reward system (jigsaw) associated with the program	All staff	Ongoing	6 months: All staff are implementing the SWPB teaching matrix. Students are being recognised for their positive behaviours.	● ● ●																																							
				12 months: The teaching matrix has been implemented and reviewed. The reward system is being consistently implemented throughout the whole school. Attitudes to School survey reflects an improvement in the student wellbeing variables.	● ● ●																																							



Implement explicit teaching of resilience building, problem solving and conflict resolution skills across the school	Implement the social and emotional learning program – Resilience, Rights and Respectful Relationships (RRRR) that focuses on emotional literacy, personal strengths, positive coping, problem solving, stress management help seeking, gender and identity and positive gender relationships.	Teaching Staff	Ongoing	6 months: All class timetables showing allocation for RRRR at least once a fortnight	● ● ●		
				12 months: Staff reporting on students social and emotional learning	● ● ●		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To increase the level of student engagement by enhancing the involvement of parents, students and teachers as a learning community.																																																																	
OTHER IMPROVEMENT MODEL DIMENSIONS	<i>Community Engagement in Learning</i> Building communities																																																																	
STRATEGIC PLAN TARGETS	<p><i>School Staff Survey</i> Increase the percentage of endorsement for the following components of School Climate module:</p> <ul style="list-style-type: none"> • Collective efficacy – 2016 62.5% • Academic emphasis – 2016 62.5% • Collective focus on student learning – 83.3% • Guaranteed and viable curriculum – 73.4% <p>Increase the percentage of endorsement for the following components of Professional Learning module:</p> <ul style="list-style-type: none"> • Active participation – 2016 63.5% • Feedback – 2016 46.3% <p><i>Attitudes to School survey</i> Increase the mean of the following teaching and learning variables</p> <ul style="list-style-type: none"> • Learning confidence – 2016 3.93 • School connectedness – 2016 4.07 • Student motivation – 2016 4.41 • Teacher effectiveness – 2016 4.31 <p><i>Parent Opinion Survey</i> Maintain the above school type and state means in the variables of following components:</p> <ul style="list-style-type: none"> • Stimulating learning – 2016 6.64 • Learning focus – 2016 6.45 • Parent input – 2016 5.98 																																																																	
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Ensure smart learning goals and effective feedback for all students in literacy and numeracy and other curriculum areas.	Ensure learning goals/intentions are outlined for literacy and numeracy lessons	Staff	Ongoing	6 months: Learning intentions/goals are clearly displayed in classrooms for literacy and numeracy lessons/tasks.	● ● ●			
				12 months: Students are able to articulate what they are learning, why they are learning it and how they will know when they have learnt it for literacy and numeracy lessons/tasks	● ● ●			
Develop a student leadership program and the role of students as global citizens.	Leadership program for student leaders	Marita, House Captains and Vice Captains, Leadership team	Ongoing	6 months: House Captains and Vice Captains have completed program. They are beginning to demonstrate the leadership qualities they have been taught.	● ● ●			
				12 months: House captains and vice captains are able to articulate leadership qualities and are demonstrating those qualities. With support, they take on the organisation of simple school events.	● ● ●			
	Leadership program for year senior students	Marita, Year 5/6 students, Leadership team	Ongoing	6 months: Students are beginning to be able to articulate the qualities of good leaders taught throughout the program.	● ● ●			
				12 months: Students are demonstrating the qualities and are able to assist with simple school events.	● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

